



BTEC Creative Media Production (Film pathway) Curriculum Long Term Planning

YEAR 9 (2h p/week)		HT1	HT2	HT3	HT4	HT5	HT6
BTEC CREATIVE MEDIA PRODUCTION (FILM PATHWAY)	Big Idea(s):	What Makes a Good Film? <i>Pupil Knowledge:</i> Genre, Composition, Lighting, Sound, Mise en scène, Codes & Convention, History of Media, Decoding Films.	How do you use Premier Pro to make a piece of media? <i>Pupil Knowledge:</i> Introduction to Premier Pro, software management, use of effects and keyframes including colour grading.	How do you use Premier Pro to create a fiction film <i>Pupil Knowledge:</i> Use of green screens, keyframes, camera work.	How do you use Photoshop to create a DVD Cover <i>Pupil Knowledge:</i> Graphics styles, Photoshop, use of layers and layer effects. Use of selection tool to create image manipulation.	How do you use Premier Pro to create a Documentary? <i>Pupil Knowledge:</i> Camera movement such as Shot-reverse-Shot. Use of Audio queues, microphones and Foley Sound.	How do you use Premier Pro to create an Advert? <i>Pupil Knowledge:</i> Sound effects, Use of Voiceovers, Green Screens, Camera work.
	CS:						
	IT:						
	DL:						
	Application of Knowledge	00_Understanding Film Assignment 00_Understanding Film OneNote Pages Assessment Cycle 1	A day in the life of Storyboard. Planning HWK. Filming HWK	Hidden Mask Storyboard Planning HWK Filming HWK	DVD Cover Review	Documentary Storyboard Planning HWK Filming HWK Assessment Cycle 2	Advert Storyboard Planning HWK Filming HWK
	Application of Knowledge Intent	To recap on knowledge learnt within this first unit and for retrieval practice of some key themes from previous years that link to this subject.	Developing competency of film development knowledge. To help scaffold and push more able.	Developing competency of film development knowledge. To help scaffold and push more able.	Developing competency of film development knowledge. To help scaffold and push more able.	Developing competency of film development knowledge. To help scaffold and push more able.	To tailor lessons to individual's specific needs based on understanding of key media knowledge. To help scaffold and push more able.
	Wider Curriculum Links	SMSC – Media all around us, what does make a good film? Can they decompose what they see and why it was done? Developing use of ABC Oracy & Formality scale with media key terms.	SMSC – How films are made. Careers in industry. Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms.	SMSC – How films are made. Careers in industry. Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms.	SMSC – Advertising techniques and web design careers. Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms.	SMSC – How films are made. Careers in industry. Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms.	SMSC – How films are made. Careers in industry. Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms.



			Links with Computer Science – Decomposition and Sequencing	Links with Computer Science – Decomposition and Sequencing	Links with Computer Science – Decomposition and Sequencing	Links with Computer Science – Decomposition and Sequencing	Links with Computer Science – Decomposition and Sequencing
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YEAR 10 (3h p/week)		HT1	HT2	HT3	HT4	HT5	HT6
BTEC CREATIVE MEDIA PRODUCTION (FILM PATHWAY)	Big Idea(s):	Media Theory <i>Pupil Knowledge:</i> media theorists and how to apply; Mulvey, Hall, Propp, Todorov, Blumler & Katz, Marx, Hypodermic Needle theories to examples. Media sectors (Audio/Film & TV, Publishing, Interactive), including relevant sub sectors.	Component 1 MOCK <i>Pupil Knowledge:</i> Introduction to Component 1, knowledge of what to expect.	Component 1 PSA (internal assessment) Exploring Media Products <i>Pupil Knowledge:</i> Apply previous knowledge and apply to the vocational context of the brief.		Music Video <i>Pupil Knowledge:</i> Camera movement such as Shot-reverse-Shot. Use of Audio queues, microphones and Foley Sound.	10_Component 2 MOCK <i>Pupil Knowledge:</i> Introduction to Component 2, knowledge of what to expect.
	Application of Knowledge	Technical Reviews (SMHW) 06_Media Theory Classwork	MOCK Component 1 – Task 1 MOCK Component 1 – Task 2	Component 1 – Task 1 Component 1 – Task 2 LOA: Investigate media products LOB: Explorer how media products are created to p[rovide meaning and engage audiences		Recap Project	MOCK Component 2 – Task 1 MOCK Component 2 – Task 2
	Application of Knowledge Intent	To tailor lessons to individual's specific needs based on understanding of key media knowledge	Mock Component 1 will help identify gaps in knowledge (tailored teaching to specific classes (and individual pupils) to meet their needs based on outcome.) Baseline to identify target pupils.	(Internal assessment for Exam board) 30% of overall grade.		Retrieval practice of film development knowledge and use of more advanced techniques To tailor lessons to individual's specific needs based on understanding of key media knowledge	To tailor lessons to individual's specific needs based on understanding of key media knowledge. To help scaffold and push more able.
	Wider Curriculum Links	SMSC – Why media producers do what they do. How to audiences respond to it? Developing use of ABC Oracy & Formality scale with media key terms.					



YEAR 11 (3h p/week)		HT1	HT2	HT3	HT4	HT5	HT6
BTEC CREATIVE MEDIA PRODUCTION (Film PATHWAY)	Big Idea(s):	11_Component 2 PSA (internal assessment) Developing Digital Media Production Skills <i>Pupil Knowledge:</i> Apply previous knowledge and apply to the vocational context of the brief.		12_Component 3 PSA (Synoptic assessment) Create a Media Product in Response to a Brief <i>Pupil Knowledge:</i> Apply previous knowledge and apply to the vocational context of the brief.		Course Completed	Course Completed
	Application of Knowledge	Component 2 – Task 1 Component 2 – Task 2 LOA: Develop and Apply Media Pre-Production processes, skills and techniques. LOB: Develop and Apply media production and post-production processes, skills and techniques to create a media product.		Component 3 – Task 1 Component 3 – Task 2 LO1 Understand how to develop ideas in response to a brief. LO2 Develop planning materials in response to a brief. LO3 Apply media production skills and techniques to the creation of a media product. LO4 Create and refine a media product to meet the requirements of a brief.		Course Completed	Course Completed
	Application of Knowledge Intent	(Internal assessment for Exam board) 30% of overall grade.		(Synoptic externally assessed component for Exam board) 40% of overall grade.		Course Completed	Course Completed
	Wider Curriculum Links					Course Completed	Course Completed

BTEC Creative Media Production (Gaming pathway) Curriculum Long Term Planning

YEAR 9 (2h p/week)		HT1	HT2	HT3	HT4	HT5	HT6
BTEC CREATIVE MEDIA PRODUCTION (GAMING PATHWAY)	Big Idea(s):	What Makes a Good Game? <i>Pupil Knowledge:</i> Platforms, Graphic Styles, Genre, Composition, Lighting, Sound, Mise en scène, Codes & Convention, History of Video games, Decoding Video Games.	How do you use Game Maker Studio 2 (DnD) to create a Maze Game? <i>Pupil Knowledge:</i> Introduction to Game Maker Studio 2, Movement Mechanics (4-direction), Simple built-in variables, sequencing and standard ways of working.	How do you use Game Maker Studio 2 (GML) to create a SHMUP Game? <i>Pupil Knowledge:</i> Scrolling Mechanics, Movement (8-direction), use of controller objects and other built-in variables, Graphical HUD.	How do you use Adobe Illustrator and Photoshop to improve the SHMUP Game? <i>Pupil Knowledge:</i> Graphics styles – Cell Shading, Vector, Adobe Illustrator, Other techniques, Website creation in Dreamweaver. Recording gameplay, creating assets for Website and standard ways of working.	How do you use Game Maker Studio 2 (GML) to create a Platform Game? <i>Pupil Knowledge:</i> Gravity Mechanic, advanced enemy mechanics, jump-on-head code & Convention	How do you develop a game's theme to improve the Platformer Game? <i>Pupil Knowledge:</i> Media sectors (Audio/Film & TV, Publishing, Interactive), including relevant sub sectors- Film / TV / Music Video / Advertising / Newspaper / Magazine / Video Games / Websites, keywords, purpose, audience, and decoding.
	CS:						
	IT:						
	DL:						
	Application of Knowledge	00_Understanding Games Assignment 00_Understanding Games OneNote Pages Assessment Cycle 1	Maze Game Development Log Initial .exe of Maze Game Final .exe of Maze Game Low Stakes Topic Test 01	SHMUP Game Development Log Initial .exe of SHMUP Game Final .exe of SHMUP Game Low Stakes Topic Test 02	Improved SHMUP game .exe Promotional Website for SHMUP Low Stakes Topic Test 03	Platformer Game Development Log Initial .exe of Platformer Game Low Stakes Topic Test 04 Assessment Cycle 2	Platformer Game Development Log Final .exe of Platformer Game Technical Reviews (SMHW) 05_Media Industry Classwork Low Stakes Topic Test 05
	Application of Knowledge Intent	To recap on knowledge learnt within this first unit and for retrieval practice of some key themes from previous years that link to this subject.	Developing competency of game development knowledge. To help scaffold and push more able.	Developing competency of game development knowledge. To help scaffold and push more able.	Developing competency of game development knowledge. To help scaffold and push more able.	Developing competency of game development knowledge. To help scaffold and push more able.	To tailor lessons to individual's specific needs based on understanding of key media knowledge. To help scaffold and push more able.
	Wider Curriculum Links	SMSC – Media all around us, what does make a good game? Can they decompose what they see and why it was done?	SMSC – How games are made. Careers in industry.	SMSC – How games are made. Careers in industry.	SMSC – Advertising techniques and web design careers.	SMSC – How games are made. Careers in industry.	SMSC – Media all around us, what does make a good game? Can they decompose what they see and why it was done?



		Developing use of ABC Oracy & Formality scale with media key terms.	Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms. Links with Computer Science – Variables and programming, sequencing, decomposition and debugging.	Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms. Links with Computer Science – Variables and programming, sequencing, decomposition and debugging.	Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms. Links with Computer Science – Programming, sequencing, decomposition and debugging.	Resilience, programming, debugging and sequencing inc. computational thinking. FBV - Rule of Law - Copyright Developing use of ABC Oracy & Formality scale with media key terms. Links with Computer Science – Variables and programming, sequencing, decomposition and debugging.	Developing use of ABC Oracy & Formality scale with media key terms.
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	Application of Knowledge	Technical Reviews (SMHW) 06_Media Theory Classwork Low Stakes Topic Test 06	MOCK Component 1 – Task 1 MOCK Component 1 – Task 2	Component 1 – Task 1 Component 1 – Task 2 LOA: Investigate media products LOB: Explorer how media products are created to p[provide meaning and engage audiences		Recap Project	MOCK Component 2 – Task 1 MOCK Component 2 – Task 2
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	Wider Curriculum Links	SMSC – Why media producers do what they do. How to audiences respond to it? Developing use of ABC Oracy & Formality scale with media key terms.					





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	Application of Knowledge Intent	(Internal assessment for Exam board) 30% of overall grade.		(Synoptic externally assessed component for Exam board) 40% of overall grade.		Course Completed	Course Completed
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